Chapter 3

In chapter 3 the authors talk about how stressful it can be to manage the amount of material that you want to cover in a class and the amount of time in which you have to teach it. To try and help with this issue subject content standards were introduced. For many teachers this helped guided their curriculums but it also put more pressure for teachers to get through this certain material. The chapter continues with giving you an example of a “three-stage backwards design process for curriculum planning”(27).

Stage 1- Identify desired results-(clarity about priorities)

Stage 2-Determine acceptable evidence (assessments regarding the targeted learning)

Stage 3- Plan learning experiences and instruction (engaging and effective for learners)

This chapter also offers a template for organizing a backward design which seems very interactive, I also found the WHERETO acronym for organizing a learning plan very efficient and easy to remember.

W- **Where** the unit is going and **What** is expected

H-**Hook** the students and **Hold** their interest

E- **Equip** students, help them **Experience** key ideas and **Explore** the issue

R- Provide opportunities to **Rethink** and **Revise** their understanding

E-**Evaluate** students work

T- **Tailor** to needs of all the students

O- Be **Organized**

The chapter also helps in the understanding of the standards at which you are trying to meet. The helpful hint that the authors proposed was to analyze the standards and for the different nouns that were used look at those as the “big ideas” and the verbs are simply the assessments that are suggested.